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ABSTRACT

This guidance manual for adult education teachers contains materials for and information on the use of the Arkansas Occupational and Educational Information System (AOEIS) with adult education students. Section A reproduces in its entirety the "AOEIS Structured Search Guide." This guide, the first step in using AOEIS, leads the student through a structured search to identify interests and preferences that affect career choice. On the right hand page is a reprint from the guide; on the facing page are suggestions to assist the teacher in interpreting the material for the students. Section B briefly discusses materials used in steps 2 and 3 of the AOEIS: a manual or computer search to obtain a list of relevant occupations; and an exploration of the AOEIS Data Files through a microfiche reader or viewer to obtain specific information about occupations. Samples of structured search scan sheets are provided. Other contents include a glossary of terms, information on obtaining AOEIS materials, and a listing of resource persons. Section C contains tips for adult education teachers, a step-by-step procedure for using AOEIS in an adult education classroom, and an annotated list of related vocational guidance materials. Two articles about career information delivery systems are appended. (YLB)

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A GUIDANCE MANUAL FOR
ADULT EDUCATION TEACHERS

ED248356

THE ABC'S OF USING THE
ARKANSAS OCCUPATIONAL AND EDUCATIONAL INFORMATION SYSTEM
IN THE ADULT EDUCATION
CLASSROOM



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THE ABC'S OF USING THE
AOEIS
(ARKANSAS OCCUPATIONAL AND EDUCATIONAL INFORMATION SYSTEM)
IN THE ADULT EDUCATION
CLASSROOM

Prepared by
Marjorie B. Dole, Ed. D.

310 Mini-Grant N 910 M

June, 1984

INTRODUCTION

THE ARKANSAS OCCUPATIONAL AND EDUCATIONAL INFORMATION SYSTEM (AOEIS) is designed to assist students and job seekers with current, Arkansas-based information on careers, training, occupational outlook, education, job requirements, working conditions and anticipated salaries. Students benefit by gaining a realistic picture of careers in the labor market. Teachers benefit by being able to provide better information quickly.

All of this accomplished through the use of a Structured Search which allows individuals to identify such areas as interests, physical capabilities, temperaments and other preferences that affect the type of employment they might wish to seek by simply completing a short worksheet. With this information, the student may obtain a listing of occupations that agree with the areas he/she has identified. This occupational search strategy can be completed manually or with the assistance of a microcomputer.

After a selection of interesting careers/occupations is made, an individual may further explore the AOEIS microfiche files to obtain such specifics as job title, job nature, worker requirements, working conditions, earnings and advancement, employment and outlook, required educational levels, related education and training, and additional education sources.

Other files provide complementary information including financial aid, apprenticeship programs and military occupations. The postsecondary file describes Arkansas educational institutions, the type of certificate or degree awarded in specific occupational fields, the amount of tuition, and the addresses of public and proprietary schools.

The only basic requirement for adoption of the AOEIS Program is a microfiche viewer thereby enabling many of Arkansas' rural and less prosperous school districts to have career guidance materials equal to those in more affluent district. An additional feature of the AOEIS is its microcomputer capabilities which enhances the occupational search process choices. Of the 35½ public secondary schools using the AOEIS program, 84 percent are computer assisted. The only cost involved to obtain the AOEIS program is \$18.00 to purchase the microfiche files. All hardcopy materials used with the system are provided free-of-charge.

Adult education students can profit by using the AOEIS either in the classroom or on an individual basis. Both ABE and GAE students have been able to use the AOEIS with minimal assistance. Adult education teachers and administrators are encouraged to explore further the capabilities and use of the AOEIS in adult education settings.

For further information, contact:

Arkansas Employment Security Division
Research and Analysis Section
P. O. Box 2981
Little Rock, Arkansas 72203

PHONE: (501) 371-1541

C O N T E N T S

Section A ----- AOEIS Structured Search Guide (Reproduced in Entirety)

Instructions for Adult Education Teachers in the Use
of the Structured Search Guide with Students

Section B ----- Selected Portions Of:

Structured Search Scan Sheets

Microfiche Reader and Microfiche Deck

How to Obtain AOEIS Materials

Where to Call for Assistance

Glossary of Terms from Structured Search
Microfiche/Computer Index

Section C ----- Tips for Adult Education Teachers -- Step by Step
Procedure in Using the AOEIS in an Adult Education
Classroom

Related Vocational Guidance Materials Which May Be
Used in an Adult Education Classroom

Appendix ----- C.I.D.S. -- Reprint from Occupational Outlook Quarterly

Arkansas Gazette News Article on AOEIS

AOEIS Registration Plank



STRUCTURED SEARCH GUIDE
AND
INSTRUCTIONS FOR ADMINISTRATION WITH
ADULT EDUCATION STUDENTS

STRUCTURED SEARCH GUIDE



ARKANSAS OCCUPATIONAL AND EDUCATIONAL INFORMATION SYSTEM

Developed by Research and Analysis Section of the
Arkansas Employment Security Division ----- 1982

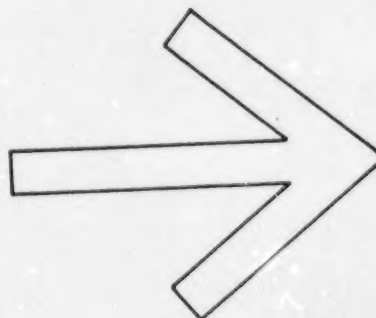
INSTRUCTION TO ADULT EDUCATION TEACHERS:

In this section, there appears a reprint from the Structured Search Guide (the student's book) on the right hand page. On the facing page, there are suggestions which will assist you in interpreting the material for your students.

* * * * *

"YOUR PROFILE"

These are the various areas to be considered when one is planning a career or changing jobs. Each area -- interests, areas of work, physical strengths, physical capabilities, working conditions, education, and temperament -- will be discussed on the following pages. Each student will use an AOEIS Search Worksheet to record his/her personal choices.



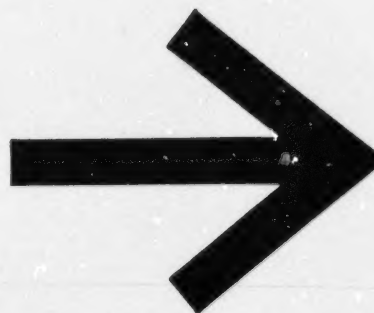
INSTRUCTION TO ADULT EDUCATION STUDENTS:

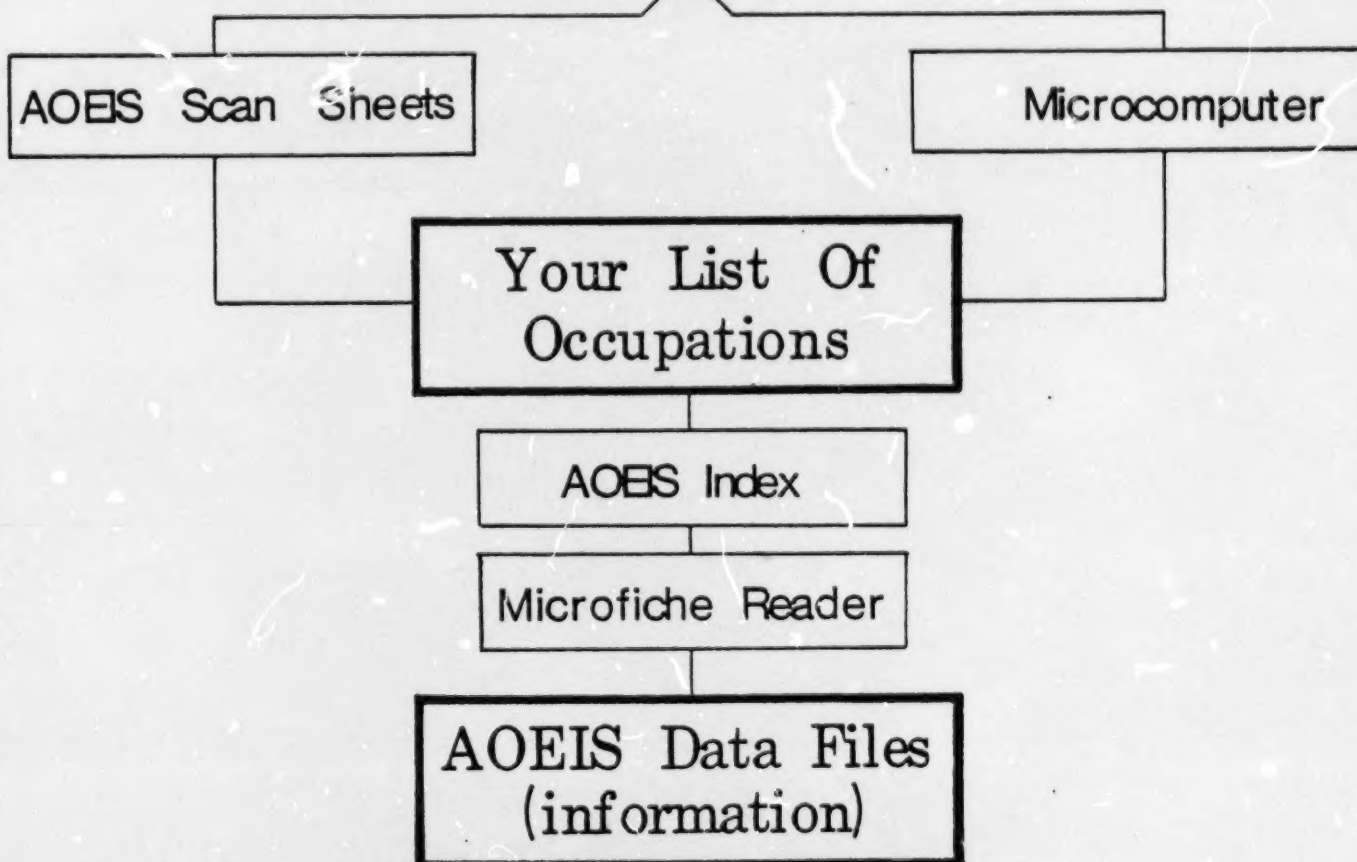
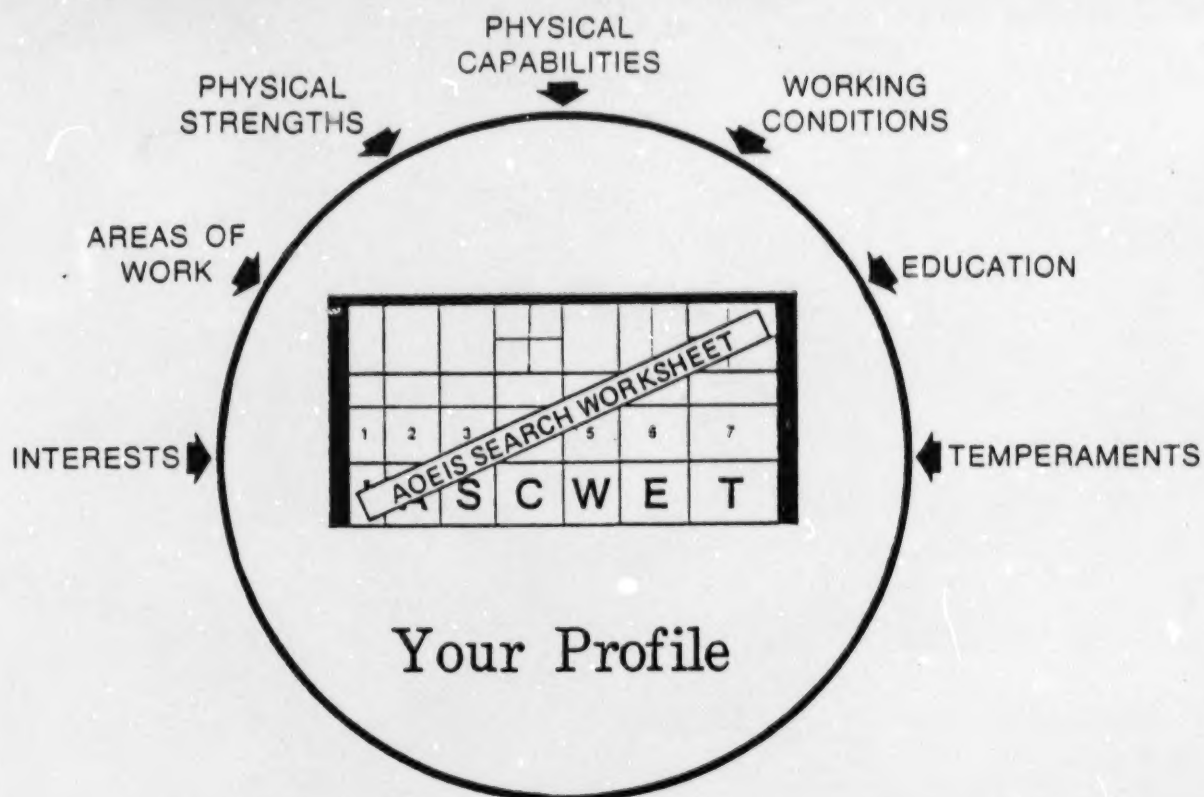
"YOUR LIST OF OCCUPATIONS"

When you have completed this booklet, you will then have an opportunity to obtain a list of occupations which match the choices you have made.

The diagram indicates that you may either use the AOEIS Scan Sheets or a microcomputer in obtaining this list. You may also use the AOEIS Index to look up occupations you have considered which do not appear on your list.

Then you use a Microfiche Reader or Viewer with the AOEIS Data Files to obtain information about your occupations -- what the work is like, what are the salaries, what type of training or education is needed, etc. You will find out information about your occupations both nationally and in Arkansas.





TO ADULT EDUCATION TEACHERS --

This page is merely an overview of the various categories previously discussed.

You may wish to read the introduction and the category titles. Words which may need further explanation are:

structured

profile

categories

responses

temperaments

You may wish to skip this sheet if you have already spent time introducing the basic concept of the AOEIS from the preceding diagrams.



AOEIS STRUCTURED SEARCH

The AOEIS Structured Search will help you prepare a profile of your interests and preferences. This booklet will ask you to make choices in the following seven categories and to enter your responses on the AOEIS Search Worksheet. After completing the search, you may use your personal profile to select occupations to explore.

- I** Interests
- A** Areas of Work
- S** Physical Strengths
- C** Physical Capabilities
- W** Working Conditions
- E** Education
- T** Temperaments

On the next eight pages you will find definitions of these categories, the choices offered, directions to follow, and a sample worksheet.

PLEASE DO NOT WRITE IN THIS BOOKLET

AOEIS SEARCH WORKSHEET

NAME _____ DATE _____

DIRECTIONS (COMPUTER SEARCH)

After recording your answers to the AOEIS *Structured Search* questions, take this worksheet to a computer terminal that accesses the AOEIS Program. Follow the instructions presented by the computer.

DIRECTIONS (MANUAL SEARCH)

After recording your answers to the AOEIS *Structured Search* questions, place this worksheet on the AOEIS *Scan Sheet*, lining up the heavy black lines.

While sliding the worksheet down:

- Match *only* the areas that you checked in row 2.
- Only 1 letter need be common to both the scan sheet and worksheet for a match in each checked area.
- In section "C", *all* areas that you selected must appear on the scan sheet.
- Record as you go numbers and titles for any AOEIS TITLES that match in all areas that you checked.

DIRECTIONS (MICROFICHE)

To access occupational and educational information for any of these AOEIS TITLES, go to microfiche indicated on the AOEIS *Scan Sheet* or refer to the AOEIS *Microfiche/Computer Index*.

1	2	3	4	5	6	7	
I	A	S	C	W	E	T	
Interests	Areas of Work	Physical Strengths	Physical Capabilities	Working Conditions	Educational Levels	Temperaments	

Row 1 Record your AOEIS Search choice here.

Row 2 Check your most important choices here.

AOEIS #	AOEIS TITLE	FICHE #

Record education and training information on the back.

To the Teacher: Each student should have one of these worksheets. The name and date should be entered by the student. Then read the page "Interests" or have the students read the material.

The illustration at the bottom of the page indicates the box in which the student should put his/her choice. Encourage them to make one choice, but if a student is unable to decide between Data and People, for example, a slash mark may be put in the first box and D/P put in the box.

I Interests

This category divides occupations into three groups based on whether a worker deals with data, people, or things.

I Prefer To Work Mainly With:

- D** Data: information, words, numbers, ideas.
- P** People: humans or occasionally animals.
- T** Things: machines, tools, materials, equipment.

DIRECTIONS

Select ONE Interest and enter your choice on the AOEIS Search Worksheet. See Example below.

AOEIS SEARCH WORKSHEET

EXAMPLE

P						
1	2	3	4	5	6	7
I	A	S	C	W	E	T

A Areas of Work

Adult education students may need examples of occupations within the various broad areas in order to make a decision as to which area they prefer. The following are a few of the occupations which fall within each area.

- B Business and Clerical: Office work such as secretary, file clerk, cashier, receptionist, bookkeeper, accountant, computer operator. Sales work such as real estate, insurance, retail sales. Management or assistant management positions in a variety of businesses and industry. Promotional work such as advertising. Mail carrier (postman) also is in this area.
- H Human Relations and Humanities: Teacher, child care worker, social worker, interpreter, librarian, reporter, interior designer, artist, musician, photographer are examples.
- M Medical and Related Services: Medical fields including direct personal care such as doctors, nurses, dentists, dental hygienists, and hospital technicians. Includes also medical assistant and medical records librarian which are office-related jobs.
- P Personal and Protective Services: Personal service includes barber, cosmetologist, bell hop, waiter/waitress. Protective service includes police, guard, fish and game warden. Animal caretakers also are in this area.
- S Science, Mathematics, and Engineering: Scientists, computer programmer, electronics technician, engineer, surveyor, drafter. Fish and wildlife specialist is in this area as that occupation requires scientific background.
- T Trades and Industry: Manufacturing of all kinds, construction work, truck and bus driver, auto mechanic, farm worker, farm implement repairer, sewing machine operator, and baker. Firefighter is in this area.

Again, if the student is unable to make a choice, a slash mark may be used and two letters placed in the second box.

A Areas of Work

AOEIS occupations are grouped in six broad career areas.

I Prefer To Work In One Of The Following Areas Of Work:

- B** **Business and Clerical:** business management, marketing, finance, sales, promotion, clerical areas.
- H** **Human Relations and Humanities:** education, human services, political and social sciences, law, literature, philosophy, fine arts, performing arts, sports.
- M** **Medical and Related Services:** physical or mental health of humans and animals, and related technical support services.
- P** **Personal and Protective Services:** improve the appearance of, serve, or help individuals or animals; protect persons or property.
- S** **Science, Mathematics, and Engineering:** physical and biological sciences, mathematics, engineering, scientific aspects of agriculture and forestry.
- T** **Trades and Industry:** agriculture, construction, manufacturing, production, transportation, including equipment operation and repair.

DIRECTIONS

Select ONE Area of Work and enter your choice on the AOEIS Search Worksheet.

AOEIS SEARCH WORKSHEET

EXAMPLE

P	H					
1	2	3	4	5	6	7
I	A	S	C	W	E	T

S Physical Strengths

This is fairly self-explanatory. However, the weights given under the three categories might be compared to objects (or children!) your students frequently lift.

Also, indicate that such weight lifting is not continuous in any job.

S Physical Strengths

Physical strengths describe the lifting or carrying activities a worker must perform.

**I Prefer Work Which Requires The Following
Level Of Physical Strength:**

L **Light Work:** lifting 20 pounds maximum with frequent lifting and carrying of objects weighing up to 10 pounds.

M Medium Work: lifting 50 pounds maximum with frequent lifting and carrying of objects weighing up to 25 pounds.

H Heavy Work: lifting 100 pounds maximum with frequent lifting and carrying of objects weighing up to 50 pounds.

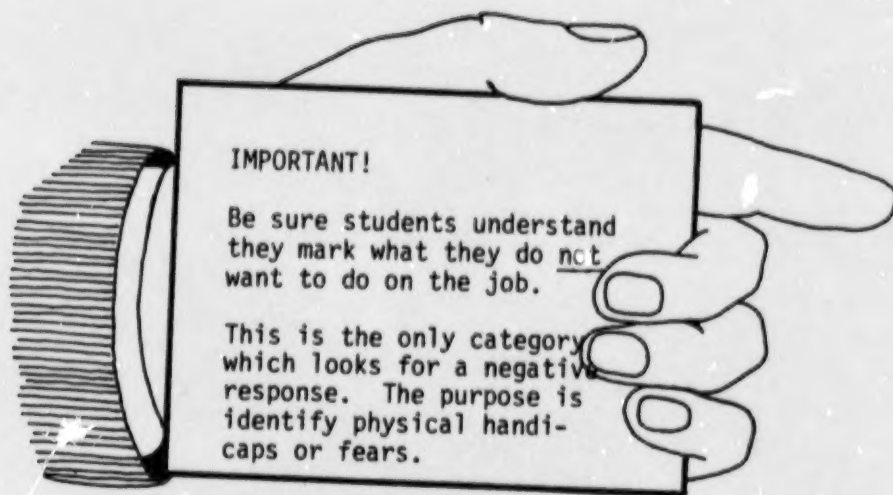
DIRECTIONS

Select ONE Physical Strength level and enter your choice on the AOEIS Search Worksheet.

AOEIS SEARCH WORKSHEET

EXAMPLE

P	H	L				
1	2	3	4	5	6	7
I	A	S	C	W	E	T



IMPORTANT!

Be sure students understand they mark what they do not want to do on the job.

This is the only category which looks for a negative response. The purpose is identify physical handicaps or fears.

C Physical Capabilities

Physical capabilities are the physical abilities a worker must have or develop to carry out certain job duties.

I Prefer Occupations Which Do NOT Require The Worker To:

- C** **Climb or Balance:** climb poles, scaffolds, stairs, or ramps using feet, legs, hands, and arms.
- H** **Handle, Reach, or Touch:** extend arms and hands; grip objects; use fingers and fingertips to sense the texture, shape, and size of objects.
- K** **Kneel, Stoop, Crouch, or Crawl:** bend both body and legs while moving about on hands and knees or hands and feet.
- S** **See:** see well enough to carry out job duties and maintain the safety of self and others.
- T** **Talk or Hear:** express or exchange ideas in spoken language or recognize sounds.

DIRECTIONS

Select UP TO FOUR Physical Capabilities which you do NOT wish required of you and enter your choice(s) on the AOEIS Search Worksheet. If you are not concerned about any of the above choices, leave blank and go to the next category.

AOEIS SEARCH WORKSHEET

EXAMPLE

P	H	L	C	H					
1	2	3	4	5	6	7			
I	A	S	C	W	E	T			

W Working Conditions

Again, fairly obvious. However, few occupations enable a person to have both inside and outside working conditions in equal amount, so it is generally advisable, to mark either "I" or "O".



W Working Conditions

Working conditions mean the physical surroundings of a worker in a job.

I Prefer Occupations With:

- I** Inside Working Conditions: protection from weather conditions but not necessarily from temperature changes.
- O** Outside Working Conditions: little or no protection from weather.
- B** Both Inside and Outside Working Conditions: job activities carried out both inside and outside in about equal amounts.

DIRECTIONS

Select ONE type of Working Conditions and enter your choice on the AOEIS Search Worksheet.

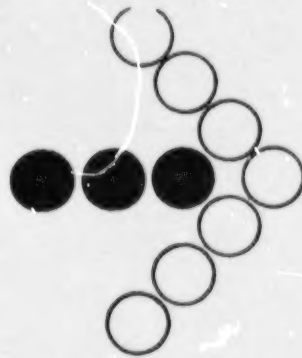
AOEIS SEARCH WORKSHEET

EXAMPLE

P	H	L	C	H	I		
1	2	3	4	5	6	7	
I	A	S	C	W	E	T	

E Education

Note: Two levels of education or training may be chosen. Students currently in adult education should not mark number 4.



E Education

Education or training you have now or may complete will affect your occupational plans because the required education level varies with occupations.

I Prefer Occupations Which I Can Enter With:

- | | | | |
|----------|--|----------|--|
| 1 | less than a high school diploma. | 6 | an associate degree (two years of study beyond high school). |
| 2 | training provided by the employer other than apprenticeship. | 7 | an apprenticeship (three to four years of training beyond high school). |
| 3 | a high school diploma or equivalent. | 8 | a bachelor's degree (four years of study beyond high school). |
| 4 | a high school diploma with specific vocational classes. | 9 | a master's degree (five to six years of study beyond high school). |
| 5 | a certificate (program of up to one year of study beyond high school). | 0 | a professional degree or a doctorate (seven to ten years of study beyond high school). |

DIRECTIONS

Select ONE OR TWO Education levels and enter your choice(s) on the AOEIS Search Worksheet.

AOEIS SEARCH WORKSHEET

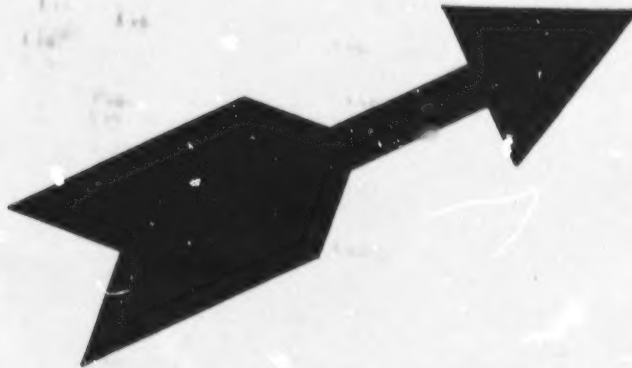
EXAMPLE

P	H	L	C	H	I	4	6		
1	2	3	4	5	6	7			
I	A	S	C	W	E	T			

T Temperaments

Temperaments are personal characteristics which all of us possess and which affect our feelings or reactions to a job. You may wish to talk about some of these before students mark their response sheet.

Note that there are two pages and students may mark up to four responses in this last section.



T Temperaments

Temperaments are personal characteristics or adjustments required of a worker in specific work situations. The ability to meet these requirements will affect success and satisfaction in an occupation.

I Am Most Comfortable In Work Situations That Involve:

- A Accuracy:** follow established rules and specifications precisely to meet set limits, measurements, or standards.
- C Creativity:** express your original ideas to produce something new.
- D Directing:** plan and organize work and give instructions to others.
- E Evaluation:** make decisions and judgments based on your senses (sight, hearing, smell, taste, touch) and past experiences.
- I Interaction:** deal cooperatively and effectively with people.
- L Logic:** use step-by-step procedures to complete tasks; analyze and solve problems based on accurate information.
- P Persuasion:** work with people to get them to *do* something.

CONTINUED ON NEXT PAGE

R **Repetition:** work at the same tasks over and over.

S **Stress:** work under pressure, take risks, handle unexpected events.

V **Variety:** use different skills at various times to do different things.

DIRECTIONS

Select UP TO FOUR Temperaments and enter your choice(s) on the AOEIS Search Worksheet.

AOEIS SEARCH WORKSHEET

EXAMPLE

P	H	L	C	H	I	4	6	D	I
								S	
1	2	3	4	5	6	7			
I	A	S	C	W	E	T			

NOTE

Go to page 12 and follow the directions under "Select Your Most Important Choices" to complete your AOEIS Search Worksheet.

INSTRUCTIONS TO ADULT EDUCATION TEACHERS:

Adult education students should mark "Education" as one of their four choices since this simplifies their obtaining a realistic list of occupations. There is no point in listing occupations which require a four year degree or more unless they are exceptional students. Most students in adult education are interested in occupations in which they may obtain immediate employment or with one or two years of training or less.



By completing the Structured Search Guide, the students have completed Step One.

STEPS TWO AND THREE OF THE AOEIS

Step Two of the AOEIS is to make a manual search to obtain a list of occupations by using the Structured Search Scan Sheets or by entering the information from the profile sheet into the computer, using the AOEIS disk for matching occupational choices.

Step Three is exploring the AOEIS Data Files through a Microfiche Reader or Viewer. The Data Files give the specific information about each occupation which a student needs to know in order to make intelligent decisions.

Section B will briefly discuss the materials used in Steps Two and Three. It would be well to check with your supervisor to be sure what equipment will be available for your use and for your students to use.

You will need the following materials:

- Structured Search Scan Sheets Booklets (if you are doing a manual search)
- AOEIS Microfiche Deck, also known as DATA FILES
- Microfiche/Computer Index - one copy

You will need the following equipment (or access to this equipment):

- Microfiche Reader, also known as Microfiche Viewer
- Computer (if you are using the computer search)
- and appropriate AOEIS computer disk

DIRECTIONS

- A. Review your responses to each category of the Search.
- B. Place a check (✓) under those choices that are most important to you.

AOEIS SEARCH WORKSHEET

EXAMPLE

P	H	L	C	H	I	4	6	D	I
✓	✓					✓		✓	
1	2	3	4	5	6	7			
I	A	S	C	W	E	T			
Interests	Areas of Work	Physical Strengths	Physical Capabilities	Working Conditions	Education	Temperaments			

Obtain Your List of Occupations

Your completed AOEIS Search Worksheet shows your profile. To obtain a list of occupations that match your profile:

take your WORKSHEET to

Structured Search Scan Sheets

OR

Microcomputer

Explore AOEIS Data Files

You can explore the AOEIS Data Files to find specific information about the occupations on your list. The AOEIS Data Files contain occupational and education information on all AOEIS occupations. See the AOEIS *Microfiche/Computer Index* to learn what information is available and how to get it.

B

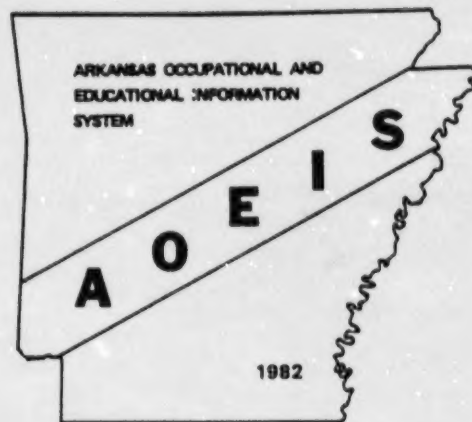
SELECTED PORTIONS OF:

STRUCTURED SEARCH SCAN SHEETS

STRUCTURED SEARCH MICROFICHE/COMPUTER INDEX

INFORMATION ON HOW TO OBTAIN AOEIS MATERIALS AND
WHERE TO CALL FOR ASSISTANCE

STRUCTURED SEARCH



SCAN SHEETS

(Cover page of booklet. One booklet per student if doing a manual search or you may share booklets. Not needed if computer is used.)

TO TEACHERS: THESE INSTRUCTIONS APPEAR INSIDE THE FRONT COVER OF SCAN SHEETS BOOKLET.

HOW TO USE THE AOEIS SCAN SHEET

1. If you checked Interests as one of your most important choices on the AOEIS Search Worksheet, you should select the section of the AOEIS Scan Sheet that matches the letter (D, P, or T) you recorded.
2. If you did not check Interests as one of your most important choices on the AOEIS Search Worksheet, you should start at the beginning of the AOEIS Scan Sheet.
3. Place your Worksheet on top of the Scan Sheet so that the heavy black lines on both sheets line up.
4. Begin by sliding your Worksheet down, stopping at each row to compare your profile with that of each occupation on the Scan Sheet.
5. For a match to occur:

- A. Remember that you are looking for matches only in those areas that you checked as being most important to you.
- B. For every area you checked, at least one letter or number must be the same on both your Worksheet and the Scan Sheet.
- C. In section "C" (Physical Capabilities) all of the letters that you selected and recorded on your Worksheet must appear on the Scan Sheet for a match to occur. There may be more letters on the Scan Sheet than on your Worksheet.

6. Record in the space provided on the Worksheet all numbers, titles, and fiche numbers of all AOEIS Titles that match all of your most important choices. You will be able to sort the list of AOEIS Titles later.
7. If there are any occupational titles that do not appear on your list that you think should have been there:

- A. Locate that occupational title on the AOEIS Scan Sheet in either the Data, People or Things section.
- B. Compare the profile for that occupational title to the profile that you recorded on your AOEIS Search Worksheet and note the differences.
- C. You may want to make changes in recorded choices and repeat the scanning process.

EXAMPLES OF THREE DIFFERENT PROFILE SHEETS AND MATCHING INTEREST PROFILE SHEETS FOLLOW.

DATA

INTEREST CLUSTER

AOEIS #	AOEIS TITLE	I	A	S	C	W	E	T	FICHE #
29	ACCOUNTANT	D	B	L	CHKS	I	68	AEILP	D1
321	ACTIVITIES THERAPIST	D	PM	L	CKS	I	8	DILV	DPT49
325	ACTOR/ACTRESS	D	H	L	CHKS	I	23	CEISV	DP13
359	ACTUARY	D	BS	L	CHKT	I	8	ADL	D1
384	ADMINISTRATIVE LAW EXAMINER	D	H	L	CHKS	I	0	EIL	DP13
30	ADVERTISING AGENT	D	B	L	CHKS	I	8	CEILP	DP13
272	AERONAUTICAL & ASTRONAUT. ENG.	D	S	L	CK	IB	89	ADELV	DT27
360	AGRICULTURAL ENGINEER	D	S	L	CK	IB	89	ADILV	DT27
273	AGRICULTURAL SCIENTIST	D	S	L	CKT	IB	890	ADL	DT27
261	AIR-TRAFFIC CONTROLLER	D	T	L	CK	I	8	EISV	DPT49
290	AIRCRAFT MECHANIC	D	T	M	-	IB	567	ALV	DT27

AOEIS SEARCH WORKSHEET

NAME John Jones DATE _____

DIRECTIONS (COMPUTER SEARCH)

After recording your answers to the AOEIS *Structured Search* questions, take this worksheet to a computer terminal that accesses the AOEIS Program. Follow the instructions presented by the computer.

DIRECTIONS (MANUAL SEARCH)

After recording your answers to the AOEIS *Structured Search* questions, place this worksheet on the AOEIS Scan Sheet, sliding up the heavy black lines.

While sliding the worksheet down:

- Match *only* the areas that you checked in row 2.
- Only 1 letter need be common to both the scan sheet and worksheet for a match in each checked area.
- In section "C", *all* areas that you selected must appear on the scan sheet.
- Record as you go numbers and titles for any AOEIS TITLES that match in all areas that you checked.

DIRECTIONS (MICROFICHE)

To access occupational and educational information for any of these AOEIS TITLES, go to microfiche indicated on the AOEIS Scan Sheet or refer to the AOEIS Microfiche/Computer Index.

<u>D</u>	<u>P</u>	<u>M</u>			<u>I</u>	<u>35</u>	<u>AV</u>
<u>✓</u>	<u>✓</u>	<u>✓</u>			<u>✓</u>		
1	2	3	4	5	6	7	
I	A	S	C	W	E	T	
Interests	Areas of Work	Physical Strengths	Physical Capabilities	Working Conditions	Educational Levels	Temperaments	

Row 1 Record your AOEIS Search choice here.

Row 2 Check your most important choices here.

Example

AOEIS #	AOEIS TITLE	FICHE #
290	Aircraft Mechanic	DT27

Record education and training information on the back.

PEOPLE INTEREST CLUSTER

AOEIS #	AOEIS TITLE	I	A	S	C	W	E	T	FICHE #
321	ACTIVITIES THERAPIST	P	PM	L	CKS	I	8	OILV	DPT49
325	ACTOR/ACTRESS	P	H	L	CHKS	I	23	CEISV	DP13
384	ADMINISTRATIVE LAW EXAMINER	P	H	L	CHKS	I	0	EIL	DP13
30	ADVERTISING AGENT	P	B	L	CHKS	I	8	CEILP	DP13
261	AIR-TRAFFIC CONTROLLER	P	T	L	CK	I	8	EISV	DPT49
358	AIRPORT MANAGER	P	B	L	CHKS	I	8	DEIV	DP13
229	ANIMAL CARETAKER	P	PM	M	C	IB	23	ALV	PT47

AOEIS SEARCH WORKSHEET

NAME Jane Doe DATE _____

Directions (Computer)

After recording your answers to the AOEIS *Structured Search* questions, take this worksheet to a computer terminal that accesses the AOEIS Program. Follow the instructions presented by the computer.

Directions (Microfiche)

After recording your answers to the AOEIS *Structured Search* questions, place this worksheet on the AOEIS *Scan Sheet*, lining up the heavy black lines.

- While sliding the worksheet down:
 - Match *only* the areas that you checked in row 2.
 - Only 1 letter need be common to both the scan sheet and worksheet for a match in each checked area.
 - In section "C", *all* areas that you selected must appear on the scan sheet.
 - Record as you go numbers and titles for any AOEIS TITLES that match in all areas that you checked.

- To access occupational and educational information for any of these AOEIS TITLES, go to microfiche indicated on the AOEIS *Scan Sheet* or refer to the AOEIS *Microfiche/Computer Index*.

P	M	M	C		B	23	A	I
✓	✓		✓		✓			
1	2	3	4	5	6	7		
I	A	S	C	W	E	T		
Interests	Areas of Work	Physical Strengths	Physical Capabilities	Working Conditions	Educational Levels	Temperaments		

< Row 1 Record your AOEIS Search choice here.

< Row 2 Check your most important choices here.

Example

AOEIS #	AOEIS TITLE	FICHE #
229	Animal Caretaker	PT47

Record education and training information on the back.

32	CLERICAL SUPERVISOR	P	B	L	CKS	I	356	ADEIL	DP15
241	COLLEGE ADMINISTRATOR	P	BH	L	CHKS	I	90	DEIP	DP15
97	COLLEGE INSTRUCTOR	P	H	L	CHKS	I	90	DEIP	DP15

THINGS INTEREST CLUSTER

AOEIS #	AOEIS TITLE	I	A	S	C	W	E	T	FICHE #
321	ACTIVITIES THERAPIST	T	PM	L	CKS	I	8	DILV	DPT49
272	AERONAUTICAL & ASTRONAUT. ENG.	T	S	L	CK	IB	89	ADELV	DT27
360	AGRICULTURAL ENGINEER	T	S	L	CK	IB	89	ADILV	DT27
273	AGRICULTURAL SCIENTIST	T	S	L	CKT	IB	890	ADL	DT27
261	AIR-TRAFFIC CONTROLLER	T	T	L	CK	I	8	EISV	DPT49
290	AIRCRAFT MECHANIC	T	T	M	-	IB	567	ALV	DT27
263	AIRPLANE PILOT	T	T	L	CK	I	568	AELSV	DT27
376	ALARM SYS. INSTALLER & REP.	T	T	M	-	I	2	ALV	DT27

AOEIS SEARCH WORKSHEET
NAME John Doe DATE _____

DIRECTIONS (COMPUTER SEARCH)

After recording your answers to the AOEIS Structured Search questions, take this worksheet to a computer terminal that accesses the AOEIS Program. Follow the instructions presented by the computer.

DIRECTIONS (MANUAL SEARCH)

After recording your answers to the AOEIS Structured Search questions, place this worksheet on the AOEIS Scan Sheet, lining up the heavy black lines.

While sliding the worksheet down:

- Match *only* the areas that you checked in row 2.
- Only 1 letter need be common to both the scan sheet and worksheet for a match in each checked area.
- In section "C", all areas that you selected must appear on the scan sheet.
- Record as you go numbers and titles for any AOEIS TITLES that match in all areas that you checked.

DIRECTIONS (MICROFICHE)

To access occupational and educational information for any of these AOEIS TITLES, go to microfiche indicated on the AOEIS Scan Sheet or refer to the AOEIS Microfiche/Computer Index.

T	T	M			I	23	A	D
✓	✓					✓		✓
1	2	3	4	5	6	7		
I	A	S	C	W	E	T		
Interests	Areas of Work	Physical Strengths	Physical Capabilities	Working Conditions	Educational Levels	Temperaments		

Row 1 Record your AOEIS Search choice here.

Row 2 Check your most important choices here.

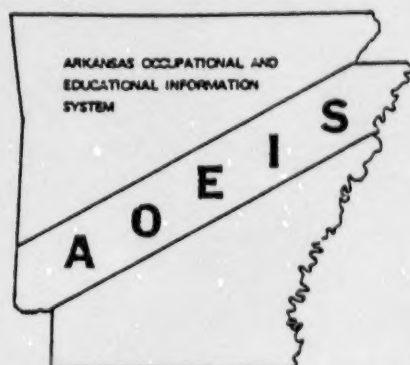
Example

AOEIS #	AOEIS TITLE	FICHE #
376	Alarm System Installer + Rep.	DT27

Record education and training information on the back.

214	BOTANIST	T	S	L	CT	IB	890	ADL	DT29
204	BOTTLING & CANNING OPERATOR	T	T	LM	CKT	I	23	R	T4

STRUCTURED SEARCH



MICROFICHE/COMPUTER INDEX

TEACHERS: Become familiar with this booklet. It can help you in working with your students in their search for vocations.



MICROFICHE READER OR
MICROFICHE VIEWER

A microfiche is a four-inch by six-inch transparent card. The Microfiche Data Deck is a set of these transparent cards which contain all of the AOEIS information. The illustration below shows the various topics covered on each microfiche.

 A. Broadcast Technician B. Cabinet Maker C. Calculating Machine Operator D. Carpenter E. Carpet Installer F. Cement Mason G. Ceramic Engineer DT-30													
A													
B													
C													
D													
E													
F													
G													
TITLE/DPT CLUSTER DOT CODE #s													
NATURE OF THE OCCUPATION													
WORKING CONDITONS													
WORKER REQUIREMENT'S													
EARNINGS & ADVANCEMENT													
EMPLOYMENT & OUTLOOK													
EDUCATION TRAINING DIAL													
RELATED EDUCATION & TRAINING (Includes School Subjects, Post-Secondary Program, & Apprenticeship Information)													
REVIEW QUESTIONS													
MORE SOURCES OF INFORMATION													
1	2	3	4	5	6	7	8	9	10	11	12	13	14

GLOSSARY OF TERMS

The terms and phrases in this glossary appear throughout this booklet as well as the AOEIS "Structured Search" booklet and other AOEIS printed support documents. They are defined and explained on these two pages for your understanding and use of the occupational information presented in AOEIS. Definitions are for words as they are used in the context of AOEIS and may not be exactly the same as a dictionary definition.

Access: to obtain desired information from the AOEIS system.

ACT: American College Testing Program.

Apprenticeship: a training program in those occupations which require a wide range of skills and knowledge. Apprenticeships generally take four years and combine on-the-job training with classroom instruction.

Cluster: most often refers to two or more occupational specialty names that appear under one occupational ("AOEIS TITLE") title.

Community College: a two-year educational institution which offers specific career training or preparation for entering a four-year college or university.

Compensatory Time: working extra hours to replace regular working hours that were missed for some reason.

Computer Access Number: an AOEIS number used by a computer to identify an occupation.

Data Files: collections of words, numbers, or other symbols that present information in an orderly arrangement within a particular subject category. Some examples are: AOEIS TITLE (occupational data file) and the AOEIS Post-Secondary Program File (educational data file).

Financial Aid: money received from one source or several sources which helps an individual pay for basic college costs. Of the several types of financial aid, some need to be paid back and some do not.

GED: a certificate of high school completion received as a result of passing the General Education Development Tests given by the State of Arkansas.

GOE: Guide for Occupational Exploration.

Hourly Wage: earnings paid on the basis of one hour's work.

Humanities: types of education or areas of employment that concern human relations and thought, such as history.

Index: a listing of names, numbers, or reference codes for AOEIS occupations, either in alphabetical, numerical, or other established order.

Microfiche (Fiche): a four-inch by six-inch card made of transparent material capable of containing up to 98 pages of printed information. Microfiche are designed to be used on microfiche readers or reader-printers.

Microfiche Deck: a set of transparent cards that contain all of the AOEIS information. Each deck contains 73 microfiche.

Microfiche Frame: a section of a microfiche that contains one page of printed information reduced photographically.

AOEIS TITLE: a 14-page set of descriptive information about one or more occupations and occupational specialties. It also contains sources of more information as well as cross-references to related educational and training information.

AOEIS User: a person who benefits from the AOEIS information through either the microfiche or computer version.

OJT: a method of learning the specific skills needed for a certain occupation by directly doing the work involved with a job. On-the-job training is provided by the employer.

OVIS-II: a set of materials designed to help an individual explore careers. The results of the Ohio Vocational Interest Survey may be cross-referenced to AOEIS occupational titles.

PhD: an educational degree earned after a master's degree in some specific area of study. A Doctor of Philosophy degree requires a total of seven to ten years of college education.

Post-Secondary: after high school. This term usually refers to education and training that an individual may take after obtaining a high school diploma or GED.

Profile: a list of choices resulting from decisions a person makes in the AOEIS Structured Search.

Program: a series of training activities, college courses, or work experiences designed to provide skills and knowledge in a certain occupational area. Programs may take from one week to several years to complete.

Scan (Scanning): to examine the total list of AOEIS occupational titles and select the ones that have characteristics that match an individual's personal profile.

School Subject: generally a high school class involving instruction in a specific area of study.

SDS: a set of materials designed to help an individual explore careers. The results of the Self Directed Search may be cross-referenced to AOEIS occupational titles.

Secondary: high school level. This term usually refers to education and training that an individual may obtain at the high school level. An example is secondary vocational education program.

Specialty: an occupation listed in a AOEIS TITLE but defined by specific duties not shared by other occupations in that AOEIS TITLE.

Structured Search (Occupations): a method of investigating a list of occupations and selecting part of that list that will match an individual's own career interests and goals. This is done by making decisions about the different characteristics of the "world of work."

Temperament: the ability and/or willingness to adjust personal preferences to match different job demands or work situations.

HOW TO OBTAIN AOEIS MATERIALS

AOEIS Booklets

Single copies of the following booklets are available by contacting Coy Cozart, SOICC Office, or Tanny Harper, Employment Security Division. Address and telephone number given below.

The Structured Search Microfiche/Computer Index

The Structured Search Guide (student's book)

The Structured Search Scan Sheets (student's book)

AOEIS worksheets for student use

Microfiche Deck, 1983 revised edition

The cost is approximately \$18.00 and may be ordered from the same source as the booklets.

AOEIS Floppy Disk for Computer, 1983 revised edition

Send blank disk to Tanny Harper and AOEIS disk will be sent.

Microfiche Viewer

May be ordered from commercial audio-visual firms or used viewers may be available from the Department of Education Surplus Warehouse for lesser amount as long as the supply lasts.

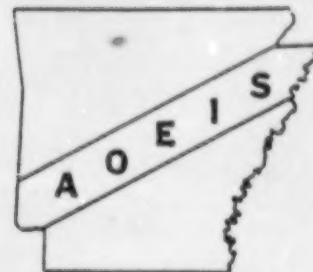
SOFTWARE AND TECHNICAL ASSISTANCE

Technical assistance will be provided for problems or questions relating to AOEIS materials such as microfiche, computer tapes and disks, or any hard copy materials distributed with the system. Each AOEIS package includes a specified number of related materials to use with students or clients. In some institutions, these materials may need to be duplicated for continuous use throughout the year. Because of varied in-house duplication capabilities, each institution should submit the type of capabilities available for duplication and a master form and/or stencil will be provided for their use. Address all questions of this nature to:

Mr. Herman Sanders or Mr. Tanny Harper
Arkansas Employment Security Division
Research and Analysis Unit
P.O. Box 2981
Little Rock, Arkansas 72203

Telephone: (501) 371-1541

WHERE TO CALL FOR ASSISTANCE



COMPUTER AND HARDWARE ASSISTANCE

When experiencing technical or mechanical difficulties associated with micro-computers or microfiche readers, first check the appropriate section of the owner's manual to ensure that proper operating procedures are being followed. If the problem cannot be alleviated, contact the area dealer representative qualified to service the equipment. These trained specialists are best equipped to handle equipment repairs and to answer questions about specific computer and equipment models.

ADULT EDUCATION PERSONNEL FAMILIAR WITH THE AOEIS

Lawrence Young, Room 505 D Education Bldg. West, Little Rock
371-2263

Dr. Marjorie Dole, Benton County Adult Learning Center, Bentonville
273-7736 610 S. W. "A", Bentonville, AR 72712

Dr. Betty Morris, Adult Education Center, Fort Smith
501 So. 20th Street, Fort Smith, AR 72901

Cozetta Crenshaw, GAE instructor, Conway
1904 Hairston, Conway, AR 72032

Quentin Bane, Arkansas Valley Vo-Tech, Box 506, Ozark, AR 72944

Betty Jean Miller, Marked Tree
P. O. Box 280, Highway 63 W, Marked Tree, AR 72365

Mary Stanley, Marked Tree (above address)

Judith A. Bynum, Cotton Boll Vo-Tech, Box 36, Burdette, AR 72321
Sherri Cox, Dislocated Worker Program, (same address)

Jan Buckles and George Buckles, Adult Education, No. Ar. Community
College, P. O. Box 184, Harrison, AR 72601

Joseph Ferguson, 14th and Scott, North Little Rock, AR 72204

The above is a partial listing. Check with your supervisor and/or counselor.

C

TIPS FOR TEACHERS -- STEP BY STEP PROCEDURE

RELATED VOCATIONAL GUIDANCE MATERIALS WHICH MAY
BE USED IN ADULT EDUCATION CLASSROOM

TIPS FOR TEACHERS

Using the AOEIS in an Adult Education Classroom

Preparation prior to class:

1. Plan sufficient time in class schedule (1-2 hours) for initial presentation and student self-assessment section of AOEIS.
2. A registration blank is optional but it does help the student focus on present and prior work experience. (See Appendix)
3. Read the C*I*D*S article and the Arkansas Gazette reprint to refresh your memory about the purpose of the AOEIS.
4. Make sure you have enough booklets for your class.

You will need: The Structured Search Guide (one per student)

The Structured Search Scan Sheets (one per student)

AOEIS worksheets (one per student)

The Structured Search Microfiche/Computer Index (one copy)

If you do not have enough copies of the above material for your class, feel free to duplicate copies.

5. Familiarize yourself with the printed material and with the Microfiche Deck, the Microfiche Viewer, and the AOEIS disk for the computer.

It is a good idea to look up an occupation in the Deck and use the Viewer as well as using the computer and the AOEIS disk.

Procedure for class session using the AOEIS:

1. Explain the purpose of the AOEIS. Stress the advantage of being able to obtain information about Arkansas--a unique opportunity.

Explain that the AOEIS is not a test. It is a survey and an opportunity for students to match personal desires and specific occupations.
2. Distribute the Structured Search booklets and the AOEIS worksheets to students. Have students write name and date on the worksheet.
3. Start students on the Structured Search Guide and assist them in marking the correct square on the AOEIS worksheet.

With ABE students, it seems to work best if the instructor reads the sections aloud and gives examples. ABE students generally fill out the AOEIS worksheet blanks at about the same pace. GAE students seem to want to work at their own speed.

Matching occupations and AOEIS worksheet choices:

1. If a computer and a printer are available, it is much faster to obtain a list of occupations for each student by using the AOEIS floppy disk and entering the student's four major choices.
2. A manual search is necessary if a computer and printer are not available.

The Structured Search Scan Sheets booklet provides the same information by matching the four areas to the occupational codes.

Read directions carefully on "How to Use the AOEIS Scan Sheet" (back of title page in Scan booklet.)

Providing each student with a sheet of lined paper to list occupational title and Fiche # facilitates matters. (Only the Fiche # is needed since the AOEIS # is used only with the computer.)

3. Students should read over computer printed list or their handwritten list and choose no more than three occupations they wish to explore in their initial use of the Microfiche Deck and Viewer.

Finding information about occupations by using the Microfiche Deck and Viewer:

1. The AOEIS Microfiche Deck contains 70 microfiche. The first 57 microfiche contain AOEIS occupational titles. Up to 7 occupations are given on each microfiche and are identified by letters A through G.

Fourteen pages of information for each occupation are given on each line. Specific information as to page content is given in the Structured Search Microfiche/Computer Index, page 2.

2. The AOEIS education and training information section use 13 microfiche.
3. The AOEIS Microfiche Deck is arranged in numerical order so it is very simple to refile following use. The D, P, or T which precedes number refers to Data, People, or Things classification.
4. When students become familiar with the procedure for using the Deck and Viewer, they are able to go ahead on their own. Students sometimes need assistance with adjusting the Viewer so that the full page of information is seen.
5. ABE students will need more supervision with reading and understanding the information on the microfiche; however, it has been observed that some ABE students handle the entire procedure quite well and spend an hour or more using the Viewer to explore various occupations without further assistance.
6. Encourage students to write pertinent information in their notebooks concerning salaries, job outlook, training, etc.

RELATED VOCATIONAL GUIDANCE MATERIALS
WHICH MAY BE USED IN ADULT EDUCATION CLASSROOMS

1. Occupational Outlook Handbook, 1984-85 Edition (Bulletin 2205)

An "encyclopedia of careers" which is published every two years, by the Department of Labor. Descriptive and illustrated material on more than 250 occupations. Give national statistical information. Much of the material in the AOEIS of a general nature comes from the OOH. Order from Supt. of Documents, U. S. Govt. Printing Office.

2. Occupational Outlook Quarterly

Supplementary magazine published quarterly by the Department of Labor. Contains articles on new occupations, salary trends, career counseling techniques, and sources of free materials. Cost \$9.00 for one year subscription. U. S. Govt. Printing Office

3. Job Booklets

Titles: Jobs For Which You Can Qualify If You're a High School Graduate
Jobs For Which You Can Qualify If You're Not a High School Graduate
Jobs for Which You Can Train Through Apprenticeship
Jobs For Which You Will Probably Need Some College or Specialized Training

Free from the regional Office of Bureau of Labor Statistics,
911 Walnut Street, Kansas City, Missouri 64106

4. Merchandising Your Job Talents

A 24 page pamphlet which would be useful for the teacher in teaching the steps in finding a job.

Single copies may be available from the regional office of Bureau of Labor Statistics or your local Employment Security Office.

5. Workbooks from Milliken Publishing Company, St. Louis, Missouri.

Three workbooks each containing 12 transparencies for overhead projector, 16 duplicating masters, and teacher's guide. Bright, colorful transparencies with adult figures. Titles are: "Getting a Job," "Keeping a Job," and "Communication." Cost is \$12.95 each and should be available in teacher supply stores.

6. Arkansas Employment Security Division, Research and Analysis Division

Trends in Selected Occupations, 1978-1984 (for Standard Metropolitan Areas)

Monthly 3-5 page bulletins: Employment Trends, Labor Market Information for Arkansas Counties, Current Employment Developments--Arkansas

Have your name put on mailing list by writing to Employment Security Division, P. O.Box 2981, Little Rock, AR 72203

A P P E N D I X

C · I · D · S

Statewide Career Information Delivery Systems

by
Wynonia L. Dunn

Statewide Career Information Delivery Systems (CIDS) provide national, State, and local information to individuals who are exploring careers or searching for jobs. State systems address a need that most people face at one time or another—the need for timely, accurate, and relevant occupational and educational information for making career-related decisions. The availability of such information helps individuals make smoother transitions at key points during their career life, such as the transition from school to work, a return to the labor force, the changing of careers, or the search for a new job.

One shared characteristic of all the State CIDS is that they are computer based. They also have several other traits in common:

- They deliver national, State, and local career information to users.

- They use, to the maximum extent possible, the pertinent data available through the Occupational Information System (OIS).

- They sort and select occupations according to variables identified by the client.

- They serve users in a wide variety of settings—secondary schools, post-secondary institutions, libraries, CETA facilities, job service officers, vocational rehabilitation centers throughout the State.

The specific objectives of the CIDS include the following:

- Help students and clients learn about the range of career opportunities presently available and those that are likely to be available in the future;

- help entrants to the labor force become aware of occupations they would find satisfying;

- encourage people to seek out vocational information on their own;

- help people learn of educational and training opportunities available for the occupations that interest them;

- support related programs, including career education, career and employment counseling, employment and training and educational planning.

The Department of Labor (DOL) initiated the Statewide CIDS program in the 1970's by funding the development of 9 State systems. Oregon was the first State awarded a Federal grant. After Oregon successfully demonstrated the feasibility of developing a Statewide computer-based system to deliver career information, DOL funded 8 additional systems: Alabama, Colorado, Massachusetts, Michigan, Minnesota, Ohio, Washington, and Wisconsin. In November 1979, the National Occupational Information Coordinating Committee (NOICC) awarded CIDS developmental grants to 15 States: Alaska, Arizona, Connecticut, Delaware, Florida,

Georgia, Hawaii, Iowa, Kansas, Maine, Maryland, Nebraska, New York, North Carolina, and South Carolina. In May 1981, NOICC awarded CIDS developmental grants to an additional 6 States: Idaho, Montana, New Jersey, Vermont, Virginia, and Wyoming.

In addition to the States that developed CIDS with the assistance of Federal grants, 8 States and the District of Columbia have developed systems without Federal grants. These States are Arkansas, Illinois, Indiana, New Mexico, North Dakota, Oklahoma, South Dakota, and Texas.

Status

Of the 39 State CIDS, all but 3 offer State-specific occupational and educational information. Military files and national educational information are also provided in many systems. The accompanying box "Information Available Through CIDS," indicates the kinds of material available in each State; additional information—such as bibliographies or local area data—may also be available.

Most States use a combination of delivery modes for all this information. The primary delivery modes are the on-line computer, microcomputer, printed material, needlesort, microfiche, and a toll-free hotline. The trend appears to be to retain the on-line computer and expand market penetration by using microcomputers. The number of State CIDS sites—almost 10,000 at present—is expected to increase dramatically because of the proliferation of microcomputers within school systems and agencies. Fifteen State systems now offer microcomputer delivery; five States were scheduled to add microcomputer delivery to their systems by the fall of 1982; and two State CIDS will offer microcomputer delivery in 1983.

Microcomputers are being used in several ways: 1) storing the search

Wynonia L. Dunn is currently with American College Testing as the assistant director for DISCOVER, a computer-based career guidance and information system. This article is based on *Status of Statewide Career Information Delivery Systems*, a report she prepared for the National Occupational Information Coordinating Committee while on an Intergovernmental Personnel Assignment from the Fairfax County, Virginia, Public Schools. For additional information, see *Technology for Career Information Delivery*, published by the National Center for Research in Vocational Education, National Center Publications, Box F, 1960 Kenny Road, Columbus, Ohio 43210. (Order No. SN 34; price: \$7.25; payment should accompany order.) Information can also be provided by the Association of Computerized Systems from Career Information Clearing House, 247 Hendricks Hall, University of Oregon, Eugene, Oregon 97403.

Information Available Through CIDS

	Occupational Information		Job Bank	Employer	Military	Educational Information		Apprenticeships	Approximate number of user sites
	National	State				National	State		
Alabama	•	•	•		•	•	•	•	150
Alaska	•	•			•	•	•	•	200
Arizona	•	•	•	•	•	•	•	•	200
Arkansas	•	•			•	•	•	•	330
Colorado	•	•		•	•	•	•	•	90
Connecticut	•	•	•		•	•	•	•	160
Delaware	•	•	•	•	•	•	•	•	80
Florida		•	•	•		•	•	•	1,000
Georgia		•				•	•	•	130
Hawaii		•	•			•	•	•	100
Idaho		•				•	•	•	100
Illinois	•	•	•	•	•	•	•	•	180
Indiana	•	•			•	•	•	•	180
Iowa	•	•			•	•	•	•	850
Kansas		•		•		•	•	•	130
Maine	•	•	•		•	•	•	•	100
Maryland	•	•			•	•	•	•	400
Michigan	•	•		•	•	•	•	•	2,000
Minnesota		•				•	•	•	300
Montana	•	•				•	•	•	50
Nebraska	•	•			•	•	•	•	270
New Jersey (all planned)	•	•		•	•	•	•	•	120
New Mexico	•	•			•	•	•	•	20
New York	•	•			•	•	•	•	300
North Carolina		•	•			•	•	•	130
North Dakota		•				•	•	•	15
Ohio	•	•			•	•	•	•	300
Oklahoma		•				•	•	•	520
Oregon	•	•			•	•	•	•	500
South Carolina	•	•	•		•	•	•	•	260
South Dakota	•	•		•	•	•	•	•	350
Vermont	•	•	•		•	•	•	•	20
Virginia	•	•			•	•	•	•	860
Washington		•			•	•	•	•	290
Washington, D.C.	•	•	•	•	•	•	•	•	30
Wisconsin	•	•				•	•	•	600
Wyoming	•	•				•	•	•	60
Puerto Rico	•	•				•	•	•	30

strategy on a floppy diskette and using it in conjunction with the total data base through the on-line computer, needlesort, or microfiche; 2) using more than one floppy diskette to store the occupational data base as well as the search strategy; 3) using microcom-

puters as terminals for an on-line system; 4) incorporating the use of hard disc technology to expand storage capacity.

State CIDS use a variety of computer programs or software packages. More than 10 software packages are currently

being used by one State or another. They share some characteristics while at the same time each possesses unique features.

The software usually consists of an accessing or search strategy along with standard information files. Each State adds local information and special needs files to the core software programs to build information systems that meet the needs of the client population.

Most States use only one of the various software packages available, but seven systems currently use at least two. A State usually uses more than one software package because one was already in operation before the inception of the State CIDS. More States might add new software packages in the future, however, because they are developing their own software and because they might be able to increase access to localized information by making it available through software packages already prevalent within the State.

Future

In view of the current status of the CIDS, the majority of State systems should not only survive but actually grow in the 1980's. Technology is making possible the delivery of career information in a highly efficient, cost-effective way to diverse population groups. Technological advances coupled with a rapidly increasing computer sophistication on the part of CIDS staffs and the public should foster growth. In particular, the increasing proliferation of microcomputers in the schools should enhance the growth of State systems.

Educators, State legislators, and the public currently see the need for accurate, relevant occupational information that can be disseminated in a timely, efficient manner. The State systems are meeting this need.

OOO

Arkansas Educational Information System Provides Free Career Information to Students

By Gail Hiley

Arkansas State Occupational
Information Co-ordinating Committee

More than 300 Arkansas educational and training institutions have initiated use of a new information delivery system for career exploration and guidance, according to Coy Cozart, director of the Arkansas State Occupational Information Coordinating Committee (ASOICC).

Local Data

The Arkansas Occupational and Educational Information System (AOEIS), a microfiche and occupational search program, will now provide students and job seekers with current state and lo-

cal data on career opportunities, education, training programs and future job outlook in the State.

Funded by a CETA educational linkage grant and developed by the state Employment Security Division, AOEIS is the first Arkansas-based career information delivery system to be offered on a statewide basis. A second-round distribution of the system is currently gearing up. AOEIS was provided free-of-charge to institutions that met the specified equipment requirement.

Career Awareness

By promoting career awareness and planning, persons using

AOEIS can establish career directions that are suited not only to their personal preferences, but to the changing labor market trends in Arkansas. The system creates a realistic view of future jobs, as well as the training on education needed to obtain such employment.

Descriptions of 14 occupational specialties categorized in more than 380 occupational titles commonly found in Arkansas' labor market form the system's main file.

Users may explore such information as job titles, job nature, worker requirements, working conditions, earnings, advance-

ment, required and/or related education and training, employment and outlook, as well as other educational sources.

Complimentary information includes a post-secondary school file for 163 public and private Arkansas colleges, universities and vocational schools, as well as descriptions of 136 post-secondary programs in those schools. A list of more than 1600 individual educational programs is also provided.

Subject File

A school subject file helps users prepare for post-secondary education or training by suggesting appropriate high school level curriculum. Details on specific assistance programs throughout Arkansas are covered in the financial aid file.

Additional files describe certain military occupations and apprenticeship programs which can directly qualify workers as they earn money and receive on-the-job training.

With a potential of more than 100,000 Arkansans, the AOEIS is expected to impact the state's economy and industrial development considerably by steering youth into suitable career areas that are beneficial to the economic needs of their individual communities. The system will be

updated and redistributed annually as funds are available.

ASOICC, a federal/state co-operative program established in 1978, is comprised of four state government agencies working to co-ordinate various occupational and labor market projects that affect economic growth through education and training.

Arkansas member agencies include the state Vocational and Technical Education Division; the Division of Employment Security; the state Division of Rehabilitation Services; and the Division of Employment Development.

Educational Talent Search, housed in the Administration South Building, Suite 106, University of Arkansas at Little Rock, provides AOEIS services to all Arkansas residents.

AOEIS Locations

Other AOEIS locations are scattered throughout the state. For a complete listing of AOEIS locations contact the Arkansas State Occupational Information Co-ordinating Committee by calling 371-3551 or writing P.O. Box 2981, Little Rock, Arkansas 72203. Little Rock residents can stop by the office housed in the Employment Security Division Building on the State Capitol grounds.

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At Worthen Bank, we've been helping build Arkansas' future for more than a century. It's a big job, demanding preparation, talent and hard work and offering the exciting rewards of being the best at what we do. If leadership is your goal, come help build a brighter future at Worthen.

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ARKANSAS OCCUPATIONAL AND EDUCATIONAL INFORMATION -- REGISTRATION BLANK

Name _____
 (Last) (First) (Middle)

Address _____
 (Street) (City) (Zip Code)

Telephone _____ Birthdate _____

1. Are you Married _____ Single _____ Divorced _____ Separated _____ Widowed _____

2. Are you employed? _____ Full-time _____ Part-time _____

If so, what kind of work do you do?

What hours are you working? _____

3. What other work experience have you had?
List jobs and length of time you worked.

4. What is your educational background? How far did you go in school?
Have you had any special training, either in school or on-the-job?

5. Are you planning on going on to college or Vo-Tech? If so, when?

6. What are your long-range goals?